EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Language Academy of Sacramento
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www.lasac.info

This program plan is required by the California Education Code (EC) Section 46120(b)(2)

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: <u>Language Academy of Sacramento</u>

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. <u>2850 49th Street, Sacramento, CA 95817   </u>

2. _____

3. _____

4. _____

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7. _____

8. _____

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Language Academy of Sacramento (LAS) has successfully operated after school enrichment programs for over 18 years. The LAS afterschool programs allow for a safe and secure environment for students who may otherwise have no alternative activities. LAS has a number of long standing multi-tiered safety measures in place to ensure that students participating in ELO Programs are safe on and off campus. Students are enrolled and tracked via our student information system to ensure they are always accounted for.

Staff participating in the ELO Programs must receive a live scan clearance in addition to participating in several staff development trainings, including but not limited to sexual harassment, emergency preparedness and violent critical incident response. In addition, all staff are required to wear clearly identifiable badges at all times.

Established emergency preparedness and safety policies are expected to be followed during the afterschool program. Staff and students will have an opportunity to practice drills during the ELO Programs. Staff will be equipped with emergency situation red envelopes which include procedures and student rosters. In addition to the regularly scheduled drills, we also account for safety during daily procedures such as student dismissal. Student dismissal is one single check out point. At this time, students will only be released to a legal parent or guardian or an adult over the age of 18 included on their emergency cards from the afterschool programs office (room B).

The maintenance of facilities continue to include COVID-19 best practices with regards to cleanliness and sanitation. Common areas and classrooms are cleaned with safe anti-viral solutions. The use of masks is strongly recommended for all students and staff. Additionally, site staff are equipped to test for COVID-19 if there is exposure to a positive case.

At LAS, we understand that beyond physical safety, students must feel socially and emotionally safe as well. With this in mind, LAS uses a Multi-Tiered System of Support (MTSS) to encourage positive attitudes and a healthy learning community. MTSS is a systematic structure where data based problem solving and decision making is practiced to address the academic, behavioral and/or socio-emotional needs of students. Within this process, the classroom teacher consults with on-site experts and implements research based interventions to address concerns. The classroom teacher will inform parents of interventions, collect data, and monitor student progress. If further support is necessary, the teacher may consult with the academic and behavior experts to gain new ideas and gather additional intervention strategies.

In addition, LAS has a Student Success Team (SST). The general education function of the school-site team, typically consisting of the student's parents/guardians, teacher(s), school administrator, and other key participants, collaborates in developing a plan to support students in the area(s) of concern. Participants of the SST can also include counselors, doctors, social workers, law enforcement or others who can provide information about the student's strengths, concerns, and strategies that have been implemented in the past.

An SST referral or request may be made by a parent, teacher, administrator, or the Intervention Progress Team (IPT) when the student has not responded to previous interventions or when there are urgent concerns. The SST's purpose is to identify areas of concern that are interfering with the student's success in the areas of academics, socio-emotional/behavior, attendance, or health. The SST reviews the concern(s), plans strategies, organizes resources, and develops a plan of action to address student needs.

The SST may recommend accommodations to the student's program or request intervention support from specialized staff. The team aims to develop a plan that meets the needs of the student in the general education setting. When more significant concerns exist and there is a suspected disability, the team will refer the student for a 504 accommodation plan or special education evaluation.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Students participating in the ELO program will have access to an array of enrichment programs via several community partners including, but not limited to interventions.

Academic Interventions
Certificated personnel and intervention staff at the Language Academy of Sacramento conduct intervention programs for students throughout the calendar year. Through the Intervention Program, trained interventionists support grades TK-8 to deliver targeted reading, writing and math support and help students advance in their academic skills.

Enrichment Activities
In addition to the academic support, LAS will offer a broad range of enrichment and recreational activities. The proposed activities focus on English Language Development, Spanish Language Development, Math, and STEAM with the goal of providing equitable access to unduplicated students at LAS.

Activities may include, but are not limited to:

- Robotics and Coding
- Visual and Performing Arts
- Science
- Civic and Service Learning
- Photography/Yearbook
- Team and Individual Athletics

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Academic tutoring is provided for each student based on their needs and supports achievement in English Language Arts, Spanish Language Arts and Mathematics. Tutoring is based on academic needs and in consultation with data based feedback from teachers, parents and students. The program provides small group and individual tutoring.

Enrichment services have been established based on student interests and overall academic success. Enrichment supports retention by engaging students in fun and interesting activities, while promoting thought-provoking discussion, and building cooperative skills that will contribute to future success.

The ELO program will support students in building skills such as math, literacy, technology, fine motor skills, critical thinking, project management, organizational skills, social-emotional management and positive community engagement. Throughout the activities, students will work in groups to learn the importance of teamwork, goal setting and completion to promote academic achievement and future success.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

ELO Program cycles will be developed and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after school. In the second semester, enrichment offerings will be aligned to the feedback gathered by the students within each grade level span.

Additionally, LAS has established partnerships with community-based organizations who provide services in the areas of greatest interest to our students. Student input is critical to program design. LAS will engage our Student Council leadership to assist with gathering data for future enrichment class offerings. The group will discuss upcoming activities and/or events, strategies to gather peer feedback, and share ideas

for program/school improvement related to school day and after school. Student feedback will also be gathered via surveys and classroom discussions, and will be used to determine enrichment program selection and after school activities.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

LAS continues to contract with the Sacramento City Unified School District (SCUSD) Nutrition services. SCUSD's Central Kitchen's mission is to serve every student, regardless of income, freshly prepared meals while at school.

SCUSD provides a broad range of snacks and meals for our students which promote a well-rounded meal including access to fresh locally sourced fruits and vegetables. Students will have access to meals through the school cafeteria.

Snacks will be available via SCUSD or through the ELO Programs funds. Students will have access to snacks throughout the enrichment activities, especially sports, which will meet the USDA's Smart Snack Program.

In addition to healthy meals and snacks, students will have opportunities to engage in daily physical activities that will be encouraged through the sports and physical activity focused courses, or during breaks.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

At LAS, providing each student with learning experiences that reflect the cultural and linguistic diversity of our community is central to everything we do, including the activities planned within the ELO program. During the core day, we focus on developing two languages, English and Spanish, and this focus will be brought to the after school programs via intervention in each language, as well as by inviting instructors that are able to teach an array of arts and recreational activities in more than one language.

Many of these instructors come from community organizations that are well established and trained in serving members of a very diverse Sacramento community. In collaboration with these instructors, we intend on ensuring that students are in learning environments complete with windows and mirrors, meaning they can see others and themselves within the learning experiences. As we establish relationships with community organizations, we will prioritize those that have experience working with low-income, immigrant, LGBTQIA+, linguistically and ethnically diverse students.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

The Afterschool Coordinator hired to oversee the ELO Program has 10+ years of experience working with and overseeing afterschool programs. He has a proven track record of running a successful, well-rounded afterschool program.

The Afterschool Coordinator, in collaboration with LAS Administration, will ensure that all staff members who directly supervise and teach pupils meet minimum requirements for their positions by confirming all credential requirements, including live scan clearance, prior to hiring or contracting with an organization.

The LAS School Leadership will work with our partners to ensure that the selection of organizations are based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income, immigrant, LGBTQIA+, linguistically and ethnically diverse students will be prioritized.

When selecting individuals to support with academic interventions, we will recruit academic tutors who have demonstrated expertise with intervention tutoring and/or have college experience/degree.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The LAS mission is to create a learning community where students:

- Utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills in real-world situations and diverse settings. (BILITERACY)
- Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS); and,
- Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING)

The ELO Program activities are curated to support high quality interventions to assist student with academic growth and success; Expose students to a diverse and broad range of STEAM and visual and performing arts that may otherwise not be available to them; Athletic programs to help develop physical skills, self-confidence, and team building. The overall experience is intended to support the areas highlighted within the LAS mission: biliteracy, confidence, life skills, leadership and critical thinking.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

LAS seeks to establish partnerships with a broad range of educational providers, not-for-profit organizations and neighborhood collectives. Through the ELO Program LAS is working with a number of well-established community partners that have a long-standing record in the community. We will work together to ensure we deliver a diverse range of services to help increase educational equity.

Partnerships include, but are not limited to:
1. 916 Ink – Literacy
2. Intellibricks – Programming and Robotics
3. Sacramento Theater Company – Visual and Performing Arts
4. Sacramento Ballet Company – Visual and Performing Arts*
5. Street Soccer – Sports
6. SCUSD Soccer and Basketball – Sports*
7. Sol Collective – Art and mindful
8. Horticulture Scholars – Science

*In an effort to ensure equitable access for all students, LAS will use ELO Programs funds to purchase sustainable and safe transportation services, including but not limited to a bus.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Through a series of internal assessments, LAS will ensure the quality of the ELO Program (academic and enrichment) through four lenses; 1) A= Academics, 2) B= Basics, 3) Climate, and 4) Engagement. Stakeholder surveys, daily attendance and participation, and pre/post data will establish if program goals are achieved. At LAS, we understand that participants in expanded learning opportunities typically have increased attendance and improved academic achievement. The data collected before, throughout and after planned program activities will determine areas of program goal achievement and areas of growth.

ACADEMICS:
Research and Professional Development- LAS unique educational program design necessitates that staff knows the on-going research base and professional development on the most current development in dual language immersion theories and their clinical application, as well as program efficacy in educating English Language Learners, RFEPs, Latinos, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD). Teacher collaboration planning time is intended to

carve the laser focus necessary to identify the students who continue to experience inequitable outcomes as a result of their unduplicated status and hence, immediately address learning loss and accelerate educational growth appropriately.

As such, we will monitor the academic progress of all students that participate within the ELO programs, using data to make program recommendations, as well as identify students that would benefit from academic interventions and enrichment activities.

BASICS:
LAS continues its commitment to maintain a premier facilities safety and cleanliness for its constituents, following all the necessary COVID-19 mitigation factors as delineated in its state approved Health and Safety Plan. All of these conditions will be extended to ELO program activities.

CLIMATE:
This category addresses suspension rate and stakeholder satisfaction feedback. LAS will be proactive in soliciting input from all its stakeholders and addressing the anticipated and/or emerging needs of the ELO program. Although LAS's actions in this category serve all students, the intent remains to be the prioritization of addressing the needs of our unduplicated students. Students participating in the ELO program activities will participate in periodic surveys to help evaluate the effectiveness and impact of these experiences.

ENGAGEMENT:
LAS is fully aware that although schoolwide actions are designed to help all students, that at its core, the priority remains to be in addressing the needs of ELs, low-income students, and foster youth, since they are the most vulnerable group in the ELO Program setting. Hence, the LAS instructional team and the support structure to ensure student intervention success - Personnel: Classified and certificated staff, Education Specialists, Intervention teachers, Psychologist, Counselor, Translation services, are all hands-on deck in creating systems and means of communication regarding attendance and participation in core and after school learning experiences. Throughout the ELO program, we will monitor student participation rates and their relationship to core day attendance.

11—Program Management
Describe the plan for program management.

Program intervention and enrichment activities are curated and overseen by the Executive Director, Director of Business and Operations and the Director of Academic Accountability. They are responsible for all aspects of the ELO Program operation, strategic planning, program delivery, sustainability, personnel management, vendor management, contracts, resource development and fiscal compliance reporting.

The After School Coordinator and after school support staff will oversee day-to-day operations and implementation to ensure a seamless program delivery, including but not limited to, supervision of staff and vendors, attendance tracking, materials/resources purchases, student discipline and facilities management.

In addition to the critical role of the After School Coordinator and staff, we will ensure active participation of core day teachers to support with academic intervention planning and service delivery. These Intervention Leads will help to recruit interventionists, provide them with professional development in the areas of need, articulate with other core day teachers, supervise tutoring sessions, as well as collect pre and post data to evaluate the effectiveness of such efforts.

In conclusion, successful implementation of the ELO program depends on coordinated synchronicity between core-day and after-core day personnel in their implementation of key school-wide initiatives. Based on data analysis of schooling after distance learning due to school closure, LAS students in overall, need learning support structures particularly in: 1) English/Spanish Language Development, 2) Writing, and 3) Mental Health and Overall Wellness. On that note, the ELO program implementation will include funding appropriation for professional development sessions designed to create, innovate, design, plan, implement, and evaluate strategies and infrastructures with coordinated effort between core-day and after-core day personnel.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

LAS receives funding for the Afterschool Education and Safety (ASES) Grant. ELO Program funds will allow for an expanded learning program in the areas of intervention tutoring and enrichment classes/activities. Nonetheless, LAS is committed to working in alignment to CDE expanded learning standards, as well as ensuring that all afterschool programs are managed and assessed as a cohesive program regardless of the funding stream. School Administration will ensure comprehensive oversight and aligned quality controls of all after school programs. The guidelines for student selection will remain fluid to ensure that we can maximize participation regardless of the funding stream. Educational partners will hold classes on campus in 8-12 week intervals. Sports activities will be held on and off campus and will take place in accordance with the ASES early dismissal policies.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Intervention and enrichment activities provided to transitional kinder and kinder pupils have been designed to have a pupil-to-staff ratio of 10:1 or 20:2.

School Administration is working closely with child development experts to address the needs of our younger students in the area of sports and physical activity. As programs are developed for this age group of students, considerations will be made for developmentally appropriate scheduling and activities.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Transitional Kindergarten

	Start Time	End Time
Expanded Day Start (breakfast)	7:45 AM	8:30 PM
Regular School Hours	8:30 AM	12:30 PM
Expanded Day Check In	12:30 PM	1:00 PM
Homework Assistance, Intervention, Tutoring	1:00 PM	2:00 PM
Outdoor recreation activities	2:00 PM	3:00 PM
Snack	3:00 PM	3:30 PM
Enrichment Activities	3:30 PM	4:00 PM
Crafts/Projects	4:00 PM	4:45 PM

Kindergarten revised 8/15/22)

	Start Time	End Time
Expanded Day Start (breakfast)	7:45 AM	8:30 PM
Instruction	8:30 AM	2:00 PM
Expanded Day Check In	2:00 PM	2:30 PM
Enrichment Activities	2:30 PM	4:00 PM
Snack	4:00 PM	4:30 PM
Homework Assistance, Intervention, Tutoring	4:30 PM	4:45 PM

Grade 1 - 8th Grade

Expanded Day Start (breakfast)	7:45 AM	8:30 PM
Instruction	8:00 AM	2:30 PM
Enrichment Activities	2:30 PM	4:00 PM
Snack	4:00 PM	4:30 PM
Homework Assistance, Intervention, Tutoring	4:30 PM	4:45 PM

Sample Schedule During Non-Instructional Days

Expanded Day Start (breakfast)	7:45 AM	8:30 PM
Academic Intervention, Physical Education, Snack	8:30 AM	12:00 PM
Lunch	12:00 PM	12:30 PM
Enrichment Activities	12:30 PM	3:30 PM
Supper	3:30 PM	4:00 PM
Physical Education Activities and Departure	4:00 PM	4:30 PM

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC **Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC **Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC **Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.